



**Kentucky Department of Education**

**Closing the Gap Delivery Plan**

**September 2013**

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## **CLOSING THE GAP DELIVERY PLAN**

In Kentucky, we not only believe that ALL children can learn, we approach it from the perspective “each child will learn” at high levels regardless of their ethnicity, gender, socio-economic status, native language or whether they have a disability. So, if ANY student in ANY class is not performing according to the state's high standards and expectations, an achievement gap exists.

The Kentucky Department of Education’s (KDE’s) mission is to prepare all Kentucky students for next-generation learning, work and citizenship by engaging schools, districts, families and communities through excellent leadership, service and support.

### **VISION/CHALLENGE**

KDE’s vision is to ensure all students reach proficiency and to empower each student with the skills, knowledge and dispositions that make them college- and career-ready. Achievement gaps exist on each of the state-tested areas by grade level between the various groups of students. The Gap category of the Next- Generation Learners portion of the state’s Unbridled Learning accountability model focuses specifically on student groups that traditionally perform below achievement goals. Gap uses the same student test results as those included under Achievement. The strategies in this Gap Delivery Plan will target efforts in Priority and Focus Schools.

The distance from that goal or gap is measured by creating a Student Gap Group -- an aggregate count of student groups that historically have had achievement gaps. Student groups combined into the Student Gap Group include ethnicity/race (African American, Hispanic and Native American), special education, poverty (free/reduced-price meals), gender and limited English proficiency that score at proficient or higher.

Closing the achievement gaps between the various groups of students cannot be accomplished without gap-specific targeted planning and implementation designed to make sure that capacity is built at both the district and school levels.

The challenge is that there are substantive academic performance differences between the various groups of students. Historically, the percentage of students performing at proficient and distinguished in the Non-Duplicated Gap Group is reported annually for each content area. Data for the 2011-12 school year from new state testing (Kentucky Performance Rating for Educational Progress, Common Core Assessments, Educational Planning and Assessment System indicate Gap performance differences in each of the identified groups

Each school and district is learning through its School or District Report Card in Open House on the KDE website the data for each subgroup calculated through the formula below.

Percent proficient and distinguished in each of the five subjects x 20% = number of points for each subject (writing and language mechanics together). Then, add the points to get school's gap. For the district, add together the elementary, middle and high schools' figures, then average.

Gap								
Level/Performance Type		Reading	Mathematics	Science	Social Studies	Writing	Language Mechanics	Total Points
Elementary School	NAPD Calculation	35.0	31.9	54.0	43.1	34.5	32.0	
	Points	7.0	6.4	10.8	8.6	5.5	1.3	39.6
<b>Subjects used in gap calculation:</b> <b>Elementary:</b> reading, mathematics, science, social studies and writing <b>Middle:</b> reading, mathematics, science, social studies and writing <b>High:</b> end-of-course tests (English II, Algebra II, Biology and U.S. History) and on-demand writing								

## BACKGROUND/HISTORY

KDE's work is guided by key legislation driving education transformation. Senate Bill 1, passed in the 2009 session of the General Assembly, required KDE to ensure all Kentucky students graduate college- and career-ready. In order to achieve this goal, the pipeline to college and career readiness begins before students enter high school.

703 KAR5: 225 outlines the components of the Unbridled Learning Accountability Model processes and procedures that are to be used to identify and support schools and districts as they approach closing gaps through development of focused comprehensive school and district plans based on state set targets for each subgroup for proficiency. In addition, targets are set for growth, college career readiness and graduation rate. The comprehensive planning process is built to create transparent single plans for all stakeholders to support local schools as a community for improving learning environments for all students. Further explanation and materials for guidance and support are available at <http://education.ky.gov/school/csip/Pages/default.aspx>.

## ACHIEVEMENT GAP DELIVERY PLAN THEORY OF ACTION:

***IF***... districts and schools understand the unique needs of student groups; (*achieved through: ILP- Addendum, Progress Monitoring and Improvement Planning and Consolidated Monitoring*)

***and if*** districts and schools engage in a planning process that includes the use of performance data to address the needs of these student groups; (*achieved through: Improvement Planning and Consolidated Monitoring and Progress Monitoring*)

***and if*** this plan is applied holistically across the system and ensures students in these groups have access to highly effective teaching, a rigorous curriculum, and multiple pathways to learning based upon their unique educational, cultural, and social needs; (*achieved through: Digital Learning, ILP Addendum, Professional Learning for Gap Closure and, Progress Monitoring*)

***and if*** individual and system progress monitoring are used to inform continual improvement efforts; (achieved through: ILP Addendum, Improvement Planning and Consolidated Monitoring and Progress Monitoring)

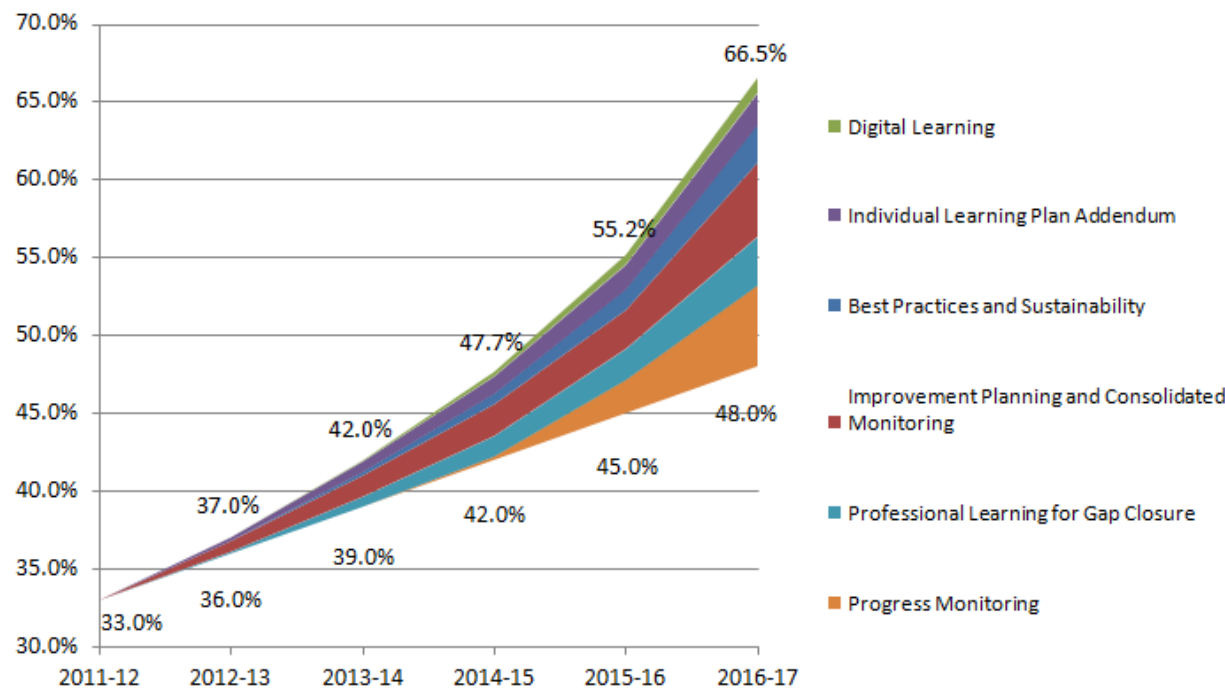
***then*** all students will achieve gap delivery goals, meet proficiency and be college and career ready as evidenced by the Gap Delivery Goals, Unbridled Learning Accountability Measures and the achievement gap as defined in 158.649\* will be closed.

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\* "Achievement gap" means a substantive performance difference on each of the tested areas by grade level of the state assessment program between the various groups of students including: male and female students, students with disabilities, Limited English proficiency, minority and nonminority students, and students who are eligible for free and reduced lunch and those who are not eligible for free and reduced lunch.

# DELIVERY TARGET

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group (African-American, Hispanic, Native American, With Disability, Free/Reduced-Price Meals, Limited English Proficiency) from 33% in 2012 to 66.5% in 2017.

GAP TRAJECTORY



## SUMMARY OF STRATEGIES

The executive sponsor for the Achievement Gap Plan is Kelly Foster, associate commissioner of the Office of Next Generation Districts and Schools. The following table includes strategies that will impact student proficiency and identifies appropriate leads responsible for each strategy.

Strategy	Brief Description	Strategy Lead
1. Best Practices and Sustainability	Identify and communicate best practices based on work of the Priority Schools, Education Recovery (ER) staff, and other Gap Strategies through a system of validation to ensure strategies are effective in closing gaps and improving student outcomes. By developing a process that identifies/validates strategies that are of high quality, having systems and supports for effective implementation with fidelity, and the ability to replicate/scale-up there is a greater likelihood for sustainability.	Shaun Murphy
2. Consolidated Planning and Use of Data	Provide districts with access to a system for developing school and district level consolidated plans. This system, The Adaptive System of School Improvement Support Tools (ASSIST), will be utilized when consolidating and monitoring of implementation of plans. Through the identification of data goals and frequent monitoring of the plan, this system will increase the likelihood of fidelity in the process. Consolidated planning will intentionally address the instructional needs of students in the gap subgroups. This will also allow planning to meet the instructional needs of students in the Gap subgroups including ELL and SWD students. Developing plans in this manner will meet multiple goals (2, 4, 6, 7 and 8) of the <i>Guidelines for Closing Gaps for All Children</i> as identified by the Commissioner's Raising Achievement/ Closing Gaps Council.	Claude Christian, Donna Tackett
3. Individual Learning Plan Addendum (ILPA)	An Individual Learning Plan Addendum will be developed to identify every student attending an alternative program. The strategy will identify the status of students, planned duration of alternative placement, actual duration and hold alternative programs and home schools accountable for student achievement.	Sherri Clusky



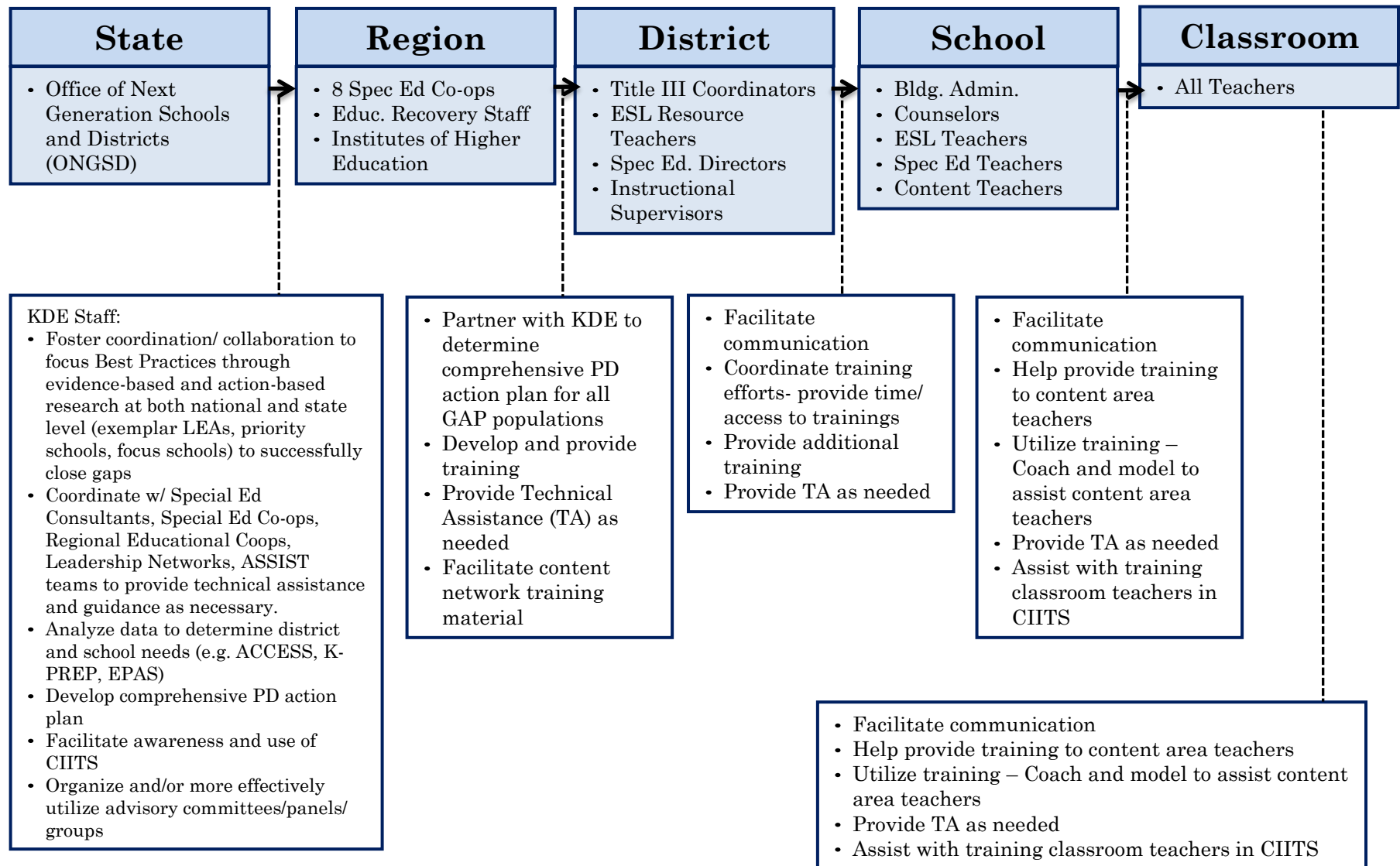
4. Digital Learning	Digital learning includes the use of digital resources (tools and content), blended learning and fully online virtual courses. Blended learning combines online delivery of educational content with the best features face-to-face instruction to personalize learning, allow thoughtful reflection, and differentiate instruction from student to student across a diverse group of learners. Development of the new Kentucky Digital Guidelines will provide explicit standards for digital resources and virtual courses used in Kentucky classrooms. We will provide guidance and support in digital learning for achieving proficiency, algebra I and Language Arts blended learning pilots, achievement gap closure, as intervention options, transitional courses for College and/or Career Readiness, alternative educational settings, and credit recovery.	B. Darlene Combs
5. Professional Learning for Closing Gaps	Design will be utilized to provide professional learning to districts/schools through a consistent delivery process based on effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability. Professional development will be focused, directly supporting student outcomes through highly effective engagement and learning strategies.	Toyah Robey, Johnny Collette
6. Progress Monitoring	Provide communication plan, guidelines and training to districts and schools on how to utilize data and systems available for Progress Monitoring.	Brandi Hon

## DESCRIPTION OF STRATEGIES

Strategy 1: Best Practices Network and Sustainability	
Theory of Action	<p><i>If</i> KDE identifies, communicates, and provides closing the gap practices and strategies through a variety of methods;</p> <p><i>and if</i> KDE ensures these practices are trained and supported by educational cooperatives and educational recovery staff;</p> <p><i>and if</i> districts implement these practices to meet the individual needs of every student identified within the gap with fidelity and on-going evaluation for effectiveness;</p> <p><i>and if</i> districts have a culture of high expectations for all students and consistently demonstrate this through rigorous instruction that is culturally responsive, data-driven, and individualized to meets the needs of the student;</p> <p><i>then</i> all gaps will close across the Commonwealth.</p>
Milestones	<p><b>2012-2013 School Year</b></p> <ul style="list-style-type: none"> <li>• Plan and work with KDE staff to build process using Baldrige (Adopt, Deploy, Learn, Integrate) and PEEK</li> <li>• Plan district self-assessment to identify ways to be more efficient in the area of district operations so the saved resources can be utilized to benefit student gap groups</li> <li>• Meet with reading and math specialist to identify current best practices using ADLI</li> <li>• Analyze monthly ER reports to identify effective practices for further validation through ADLI/PEEK</li> <li>• Establish and communicate new webpage and showcasing best practices with links across content areas</li> <li>• Refine PEEK website</li> <li>• Train all staff in PEEK Process</li> <li>• Validate submitted best practices</li> </ul> <p><b>2013-2014 School Year</b></p> <ul style="list-style-type: none"> <li>• Identify districts utilizing best practices</li> <li>• Analyze Focus school data to align best practices and needs by student gap groups</li> <li>• Communicate best practices to all districts</li> <li>• Collect best practices from districts</li> </ul>

	<p><b>2014-2015 School Year</b></p> <ul style="list-style-type: none"> <li>• Identify districts utilizing best practices</li> <li>• Analyze Focus school data to align best practices and needs by student gap groups</li> <li>• Communicate best practices to all districts Collect best practices from districts</li> </ul> <p><b>2015-2016 School Year</b></p> <ul style="list-style-type: none"> <li>• Identify districts utilizing best practices</li> <li>• Analyze Focus school data to align best practices and needs by student gap groups</li> <li>• Communicate best practices to all districts Collect best practices from districts</li> </ul> <p><b>2016-2017 School Year</b></p> <ul style="list-style-type: none"> <li>• Identify districts utilizing best practices</li> <li>• Analyze Focus school data to align best practices and needs by student gap groups</li> <li>• Communicate best practices to all districts</li> <li>• Collect best practices from districts</li> </ul>
<b>Target Impact</b>	<p>2012-13- low impact  2013-14- medium to high impact 2014-15- high impact  2015-16: high impact  2016-17: high impact</p>
<b>Indicators</b>	<ul style="list-style-type: none"> <li>• Achievement gap data for all priority and focus schools</li> <li>• Student progress data- K-PREP, PLAN, EXPLORE, and ACT</li> <li>• Common Core Assessments/End of Course Assessments</li> <li>• ASSIST, CIITS</li> <li>• Analysis of TTT survey data</li> <li>• Vetting of best practices</li> <li>• Website hits/user feedback</li> </ul>

## Best Practices & Sustainability Delivery Chain

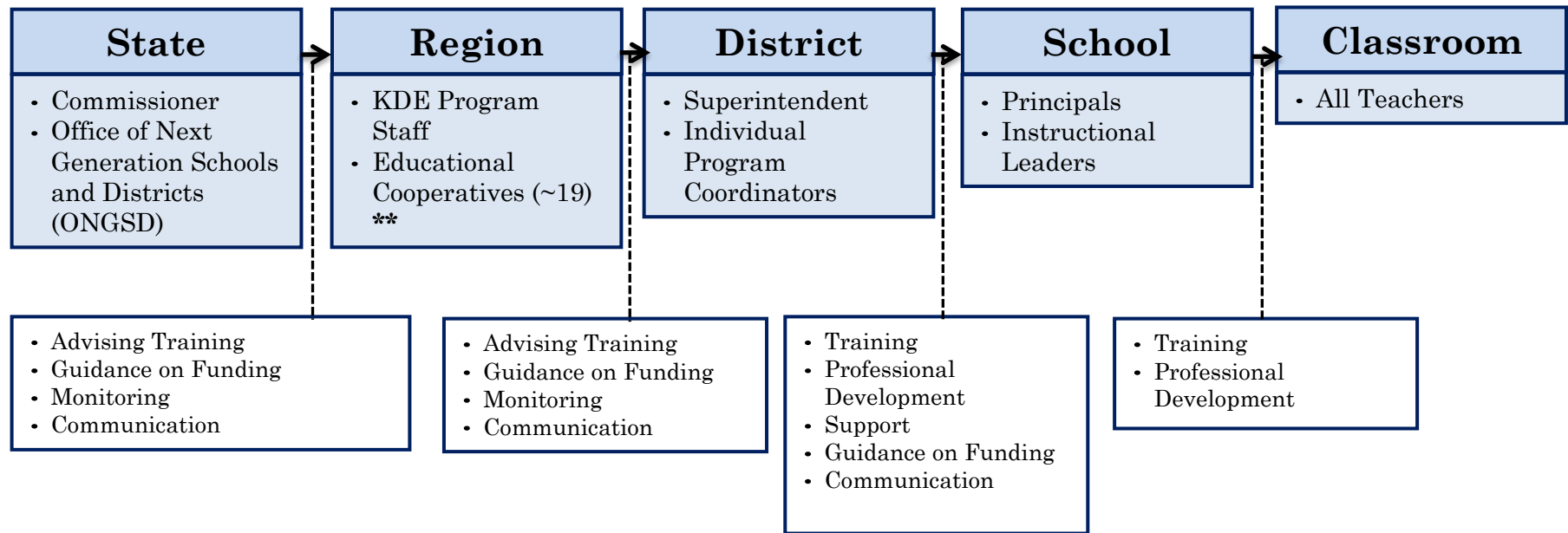


Strategy 2: Improvement Planning & Consolidated Monitoring	
Theory of Action	<p><i>If</i> districts and schools have improved access to appropriate data;</p> <p><i>and if</i> districts and schools have training on data analysis and the use of data for planning;</p> <p><i>and if</i> districts and schools use data to develop improvement plans that include processes to regularly monitor outcomes;</p> <p><i>and if</i> districts and schools have increased flexibility to use resources to target and address achievement gaps as identified by data and expressed in improvement plans;</p> <p><i>and if</i> districts and schools receive feedback and support for strengthening their plans;</p> <p><i>then</i> districts and schools will better understand, target, and meet the unique needs of student group populations and close achievement gaps.</p>
Milestones	<p><b>2012-2013 School Year</b></p> <ul style="list-style-type: none"> <li>• Provide necessary training to KDE staff to facilitate awareness and implementation of next phased release of ASSIST updates for the completion of CDIPs and CSIPs by schools and districts</li> <li>• Implement Pilot Phase of Statewide Consolidated Monitoring with updated reporting process</li> <li>• Monitor development and implementation of updated consolidated plans in ASSIST and ensure the analysis of Gap Data (e.g., K-PREP, EPAS, ACCESS) to determine that school and district needs are addressed.</li> <li>• Complete development of draft for moving consolidated monitoring process into ASSIST</li> </ul> <p><b>2013-2014 School Year</b></p> <ul style="list-style-type: none"> <li>• Facilitation and Train for use of ASSIST for updating and implementing CDIPs and CSIPs by schools and districts</li> <li>• Implementation of next phase of ASSIST/KY</li> <li>• Notify districts identified for consolidated monitoring</li> <li>• Analyze Gap data (e.g. ACCESS, KCCT, EPAS) to determine changes in district and school level scores (closing of gap) and any changes that need to be made to the consolidated plans</li> </ul>

	<p><b>2014-2015 School Year</b></p> <ul style="list-style-type: none"> <li>• Facilitation and Train for use of ASSIST for updating and implementing CDIPs and CSIPs by schools and districts</li> <li>• Notify districts identified for consolidated monitoring</li> <li>• Analyze Gap data (e.g. ACCESS, KCCT, EPAS) to determine changes in district and school level scores (closing of gap) and any changes that need to be made to the consolidated plans</li> </ul> <p><b>2015-2016 School Year</b></p> <ul style="list-style-type: none"> <li>• Facilitation and Train for use of ASSIST for updating and implementing CDIPs and CSIPs by schools and districts</li> <li>• Notify districts identified for consolidated monitoring</li> <li>• Analyze Gap data (e.g. ACCESS, KCCT, EPAS) to determine changes in district and school level scores (closing of gap) and any changes that need to be made to the consolidated plans</li> </ul> <p><b>2016-2017 School Year</b></p> <ul style="list-style-type: none"> <li>• Facilitation and Train for use of ASSIST for updating and implementing CDIPs and CSIPs by schools and districts</li> <li>• Notify districts identified for consolidated monitoring</li> <li>• Analyze Gap data (e.g. ACCESS, KCCT, EPAS) to determine changes in district and school level scores (closing of gap) and any changes that need to be made to the consolidated plans</li> <li>• Collect best practices from districts</li> </ul>
<b>Target Impact</b>	<p>2012-13: High impact  2013-14: High impact  2014-15: Medium impact  2015-16: Medium impact  2016-17: Medium impact</p>
<b>Indicators</b>	<p>State</p> <ul style="list-style-type: none"> <li>• Achievement gap data for all priority and focus schools</li> <li>• Student progress based on K-PREP, PLAN, EXPLORE, and ACT scores</li> <li>• Monitoring results from consolidated monitoring process</li> <li>• Analysis of data from CIITS</li> </ul> <p>District</p> <ul style="list-style-type: none"> <li>• ASSIST Survey results from staff, parents, leadership and</li> </ul>

	<p>students</p> <ul style="list-style-type: none"> <li>• Achievement gap data for all priority and focus schools</li> <li>• Student progress based on K-PREP, PLAN, EXPLORE, and ACT scores</li> <li>• Monitoring results from consolidated monitoring process</li> <li>• Analysis of data from CIITS</li> </ul>
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## Improvement Planning and Consolidated Monitoring Delivery Chain



\*\* Region (KDE Staff and Co-Ops) also provide service to school

+ Feedback will include data from state testing, PLAN, EXPLORE, ACT, ACCESS, program reviews and monitoring (ASSIST) as well as anecdotal feedback from professional development trainings.

Strengths – addition of co-ops, uniform message on types/needs/messages/uses of PD, better tracking/use of funds

Choke Points – PD attendees (i.e., right people at right training), consistent communication, staff turnover

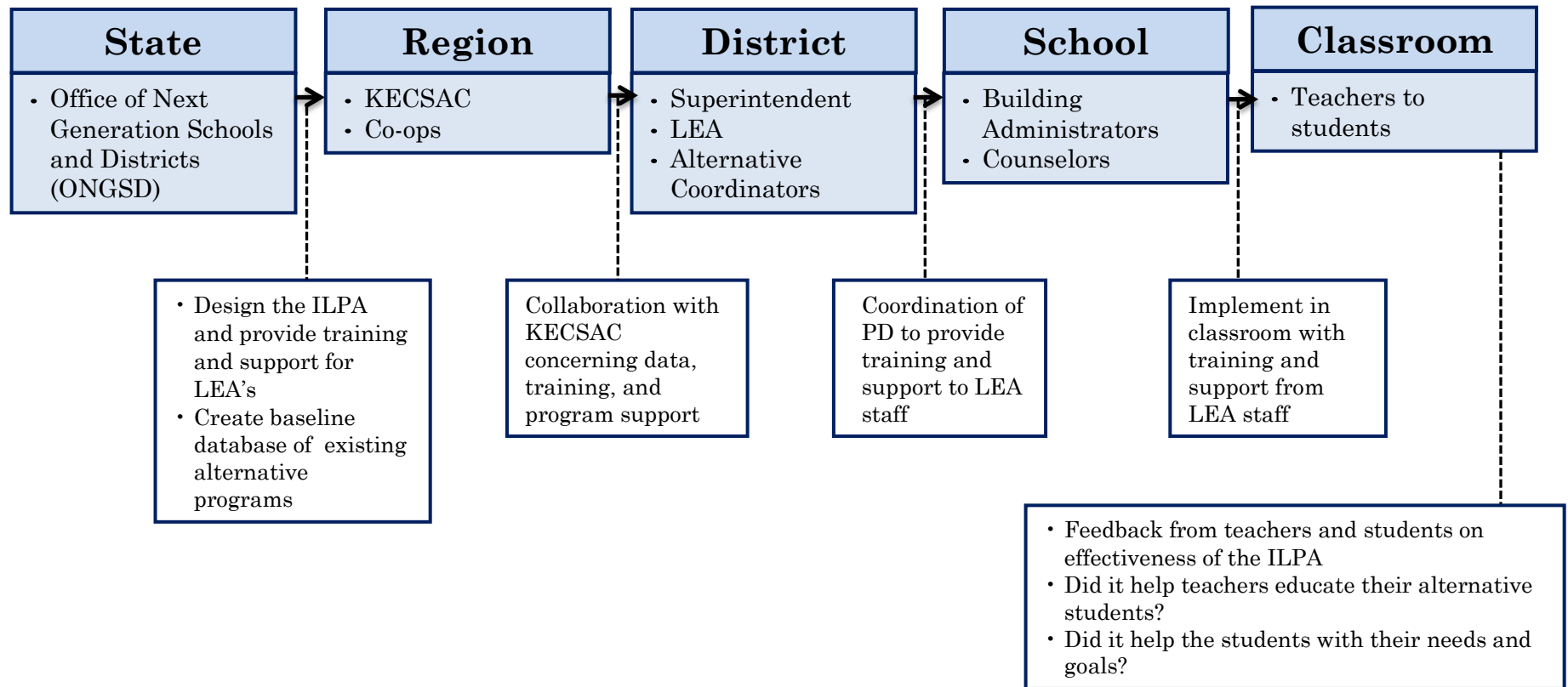


Strategy 3: Individualized Learning Plan Addendum	
Theory of Action	<p><i>If</i> KDE will develop a more holistic, intentional approach for the creation and implementation of the new Individualized Learning Plan Addendum (ILPA) for alternative education program students and the teachers who serve this targeted gap population;</p> <p><i>and if</i> KDE designs an ILPA document;</p> <p><i>and if</i> KDE (with the assistance of internal and external partners) designs a comprehensive professional development plan to deploy the ILPA with fidelity using formative measures to ensure capacity building for all district staff and teachers regarding the ILPA;</p> <p><i>and if</i> LEAs assure KDE that all alternative education programs and their teachers will participate in this specific professional development that serves to focus on the gap needs of this targeted population;</p> <p><i>and if</i> LEAs are trained in utilizing the ILPA;</p> <p><i>then</i>, the proficiency and CCR rates for alternative education program students will increase, and the achievement gap currently found in alternative education program students in Kentucky will decrease as measured by accountability model indicators.</p>
Milestones	<p><b>2012-2013 School Year</b></p> <ul style="list-style-type: none"> <li>• Provide technical assistance and support as needed</li> <li>• Prepare 703 KAR 19:001 for second read at KBE</li> <li>• Prepare ILPA requirements for Infinite Campus</li> <li>• Design the new ILPA document</li> <li>• Revise and/or develop additional training topics</li> <li>• Implement ILPA communication plan for schools</li> </ul> <p><b>2013-2014 School Year</b></p> <ul style="list-style-type: none"> <li>• Provide ILPA training to LEAs</li> <li>• Provide technical assistance and support as needed</li> <li>• Continue to share alternative education model sites and best practices</li> <li>• Develop a communication plan for external partners and LEAs</li> <li>• Monitor ILPA (using feedback and assessment data), to revise plan as needed; revise with additional training topics</li> <li>• Monitor status of the ILPA design with Infinite Campus</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify alternative education programs as models sites for effective teaching and best practices to share with LEAs</li> </ul> <p><b>2014-2015 School Year</b></p> <ul style="list-style-type: none"> <li>• Continue to provide training for LEAs</li> <li>• Provide technical assistance and support as needed</li> <li>• Continue to share alternative education model sites and best practices</li> <li>• Monitor the use of ILPA (using feedback and assessment data), to revise plan as needed; revise with additional training topics</li> <li>• Revise communication plan for alternative programs as needed</li> </ul> <p><b>2015-2016 School Year</b></p> <ul style="list-style-type: none"> <li>• Continue to provide training for LEAs</li> <li>• Provide technical assistance and support as needed</li> <li>• Continue to share alternative education model sites and best practices</li> <li>• Monitor the use of ILPA (using feedback and assessment data), to revise plan as needed; revise with additional training topics</li> <li>• Revise communication plan for alternative programs as needed</li> </ul> <p><b>2016-2017 School Year</b></p> <ul style="list-style-type: none"> <li>• Continue to provide training for LEAs</li> <li>• Provide technical assistance and support as needed</li> <li>• Continue to share alternative education model sites and best practices</li> <li>• Monitor the use of ILPA (using feedback and assessment data), to revise plan as needed; revise with additional training topics</li> <li>• Revise communication plan for alternative programs as needed</li> </ul>
<b>Target Impact</b>	<p>2012-13: no impact  2013-14: low impact  2014-15: low to medium impact  2015-16: medium impact  2016-17: medium impact</p>

<b>Indicators</b>	<p>State:</p> <ul style="list-style-type: none"> <li>• K-PREP, EPAS annual scores</li> <li>• CIITS</li> <li>• Annual Gap measures</li> </ul> <p>District:</p> <ul style="list-style-type: none"> <li>• Feedback provided from LEA related to ILPA, with any implementation and progress-related information and data</li> <li>• District and school-level measures related to ILPA</li> </ul>
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## Individual Learning Plan Addendum Delivery Chain



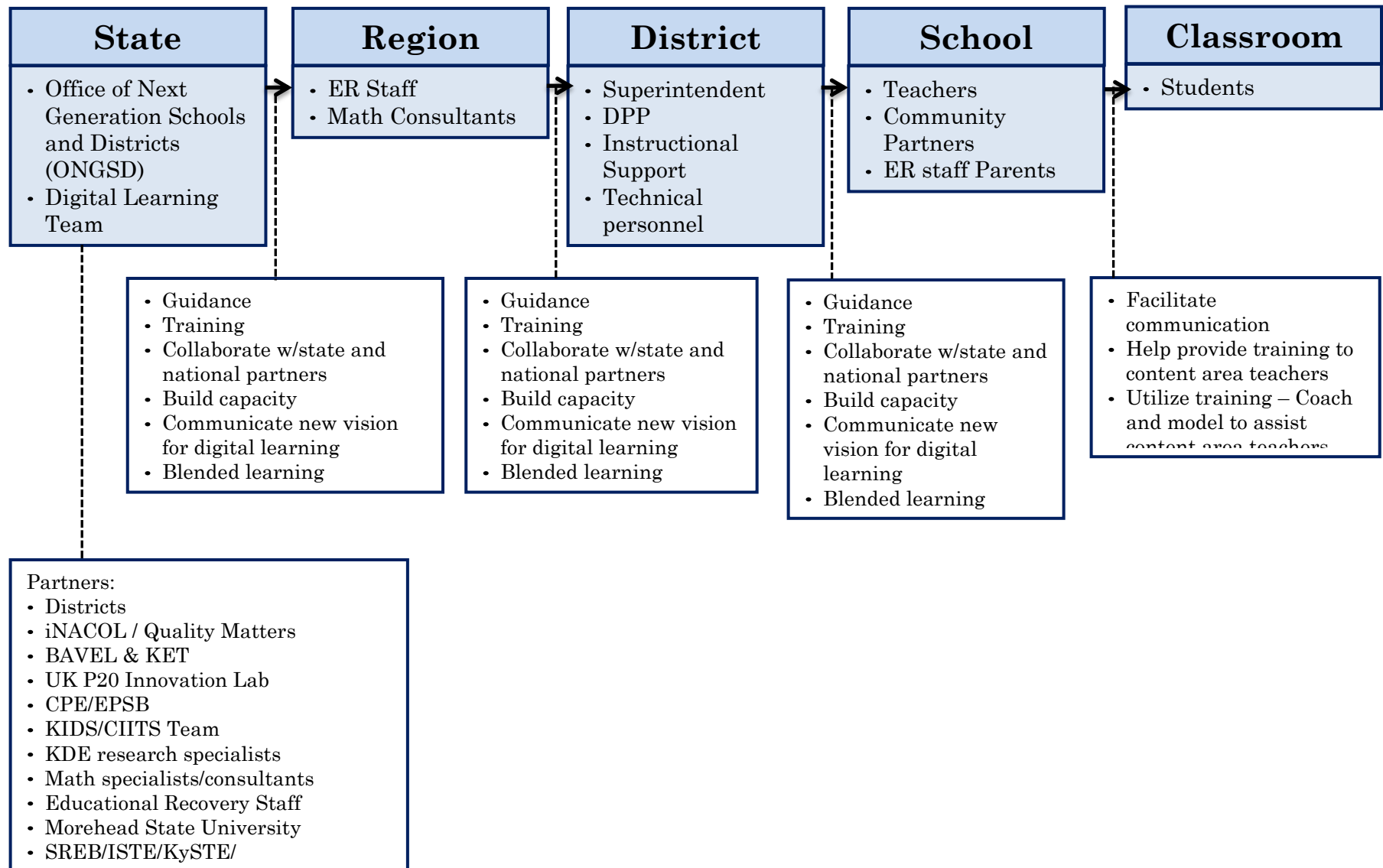
Choke Points: Lack of KDE staff, regional partners; no direct funding source, Complexity Relationship between LEA staff, school administrators and teachers

Strategy 4: Digital Learning	
Theory of Action	<p><b><i>If</i></b> KDE will provide guidance and support on the use of high-quality digital resources (tools and content) and virtual course programs;</p> <p><b><i>and if</i></b> KDE will implement professional learning opportunities that incorporate the use of high-quality digital resources and virtual course programs that is related to digital learning best practices;</p> <p><b><i>and if</i></b> schools and districts adhere to the KDE codified guidelines for digital learning when selecting high quality digital resources and virtual course programs</p> <p><b><i>and if</i></b> districts, schools and teachers implement the use of high-quality digital resources and virtual course programs successfully;</p> <p><b><i>and if</i></b> districts and schools offer the upcoming digital transitional courses for 12<sup>th</sup> grade students who did not meet CCR benchmarks in English, math and/or reading</p> <p><b><i>then</i></b> districts, schools and students who utilize instruction with digital resources and/or virtual courses will demonstrate:</p> <ul style="list-style-type: none"> <li>• increases in student learning and achievement rates,</li> <li>• increases in student engagement</li> <li>• decreases in achievement gaps between student groups,</li> <li>• increases in college and/or career readiness rates</li> <li>• increases in graduation rates</li> </ul>
Milestones	<p><b>2012 – 13 School Year</b></p> <ul style="list-style-type: none"> <li>• Implement the Blended Learning Algebra I Pilot Project</li> <li>• Create Communication Plan for Digital Learning Strategy</li> <li>• Monitor student enrollment of public online course providers</li> </ul> <p><b>2013 – 2014 School Year</b></p> <ul style="list-style-type: none"> <li>• Post- project report from the Digital &amp; Blended Learning Algebra I Pilot Project Year 1</li> <li>• Digital &amp; Blended Learning (DBL) Pilot Projects Implementation plan for both Algebra I (Year 2) and Language Arts I (Year 1).</li> <li>• Communication Plans (website, webinars and newsletters) for Digital &amp; Blended Learning Projects</li> <li>• Professional Development Plan for Digital and Blended Learning</li> <li>• Digital Transitional Courses for 12<sup>th</sup> grade English, math and/or</li> </ul>

	<p>reading</p> <p><b>2014 – 2015 School Year</b></p> <ul style="list-style-type: none"> <li>• Post-project report for both Algebra I Year 2 and English I Year 1 DBL pilot projects as well as the Digital Transitional Course Impact data</li> <li>• Expanded Digital Learning Website with WebExs on implementing Digital, Blended, and Virtual Courses, and 1:1 Initiatives</li> <li>• Expanded Digital Transitional Courses for 10<sup>th</sup> &amp; 11<sup>th</sup> grade students</li> </ul> <p><b>2015 – 2016 School Year</b></p> <ul style="list-style-type: none"> <li>• Summer 2015 – analyze data from the Blended Learning model</li> <li>• Expand the Blended Learning model to include more schools</li> <li>• Expanded and Refined Digital Learning Website</li> <li>• Expanded Digital Transitional Courses for 8<sup>th</sup> &amp; 9<sup>th</sup> grade students</li> </ul> <p><b>2016 – 2017 School Year</b></p> <ul style="list-style-type: none"> <li>• Summer 2016 – analyze data from the Blended Learning model</li> <li>• Expand the Blended Learning model to include more schools</li> <li>• Expanded and Refined Digital Learning Website</li> </ul>
<b>Target Impact</b>	<p>2012-13: None</p> <p>2013-14: Very Low</p> <p>2014-15: Low</p> <p>2015-16: Low to Medium</p> <p>2016-17: Low to Medium</p>
<b>Indicators</b>	<p>State</p> <ul style="list-style-type: none"> <li>• increases in student learning and achievement rates (EPAS, K-PREP, MAP)</li> <li>• increases in student engagement (Walkthrough Tool &amp; Student Questionnaires)</li> <li>• decreases in achievement gaps between student groups (K-PREP &amp; Accountability Scores)</li> <li>• increases in college and/or career readiness rates</li> <li>• increases in graduation rates</li> </ul> <p>District</p> <ul style="list-style-type: none"> <li>• Student progress based on successful course completion</li> <li>• Student and teacher surveys, interviews, anecdotal evidence</li> </ul>

	<p>and/or rubrics regarding implementation</p> <ul style="list-style-type: none"><li>• Math test scores)</li><li>• increases in college and/or career readiness as well as graduation rates</li></ul>
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## Digital Learning Delivery Chain





Strategy 5: Professional Learning for Gap Closure	
Theory of Action	<p><i>If</i> KDE provides systematic on-going, research-based, job embedded professional learning designed to close gaps for ALL gap groups within Focus and Priority schools;</p> <p><i>and if</i> KDE develops and monitors an on-going implementation to evaluate effectiveness and fidelity;</p> <p><i>and if</i> districts and teachers utilize the professional development designed specifically to reach and teach gap students in their classrooms with identified outcomes;</p> <p><i>and if</i> districts and teachers have a culture of high expectations for all students and consistently demonstrate this through rigorous instruction that is culturally responsive, data-driven, and individualized to meets the needs of the student;</p> <p><i>and if</i> districts and schools actively work to engage parents and community partners as part of the process to promote and support graduation and college and career readiness;</p> <p><i>then</i> gap student groups will have benefitted from an educational experience that is culturally responsive, rigorous, and supportive. This will be measured by all gaps having closed in all districts across the Commonwealth.</p>
Milestones	<p><b>2012-2013 School Year</b></p> <ul style="list-style-type: none"> <li>• Establish state design team for Co-Teaching for Gap Closure Initiative (CT4GC)</li> <li>• Meet with state design team that includes coops, KDE, universities partners to share PD process expectations and focus on all gap groups/student outcomes</li> <li>• Build timeline for development/deployment within Priority Schools in Cohorts 1 and 2</li> <li>• Refine/Review Co-Teaching PD for Priority Schools in Cohort 3</li> <li>• Monitor implementation of PD process within both strategies to ensure fidelity</li> <li>• Analyze student engagement/outcomes through the use of formative/summative assessment, student interviews/perception data</li> </ul> <p><b>2013-2014 School Year</b></p>

- Continue to monitor implementation of CT4GC processes for refinement of professional development, training delivery and effectiveness
- Develop tools, system checks, and resources for schools to use for implementation
- Monthly Coach calls with external coaches
- Monthly reports from internal and external coaches
- Develop walk-through to gauge effective implementation of 4 strategic components: Continuous classroom improvement, co-teaching, Reading/Math instructional strategies, and student supports
- Support building principals with training and support for successful use of PLCs as a systematic approach for implementation of CT4GC, data analysis and reflection
- Establish discussion forums for different role groups as additional support to schools
- Routine communication with stakeholders
- Develop PD effectiveness process to ensure high quality presenter skills, use of adult learning strategies, research-based content, and analysis for continued refinement of training and determine next steps to support schools.
- On-going collaboration with national experts in the area of continuous improvement, effective implementation practices, co-teaching, instructional practices, and student supports
- Communicate alignment to KCAS and PGES
- Communicate data and celebrations
- Cohorts 2 and 3- release application to Focus and Priority schools

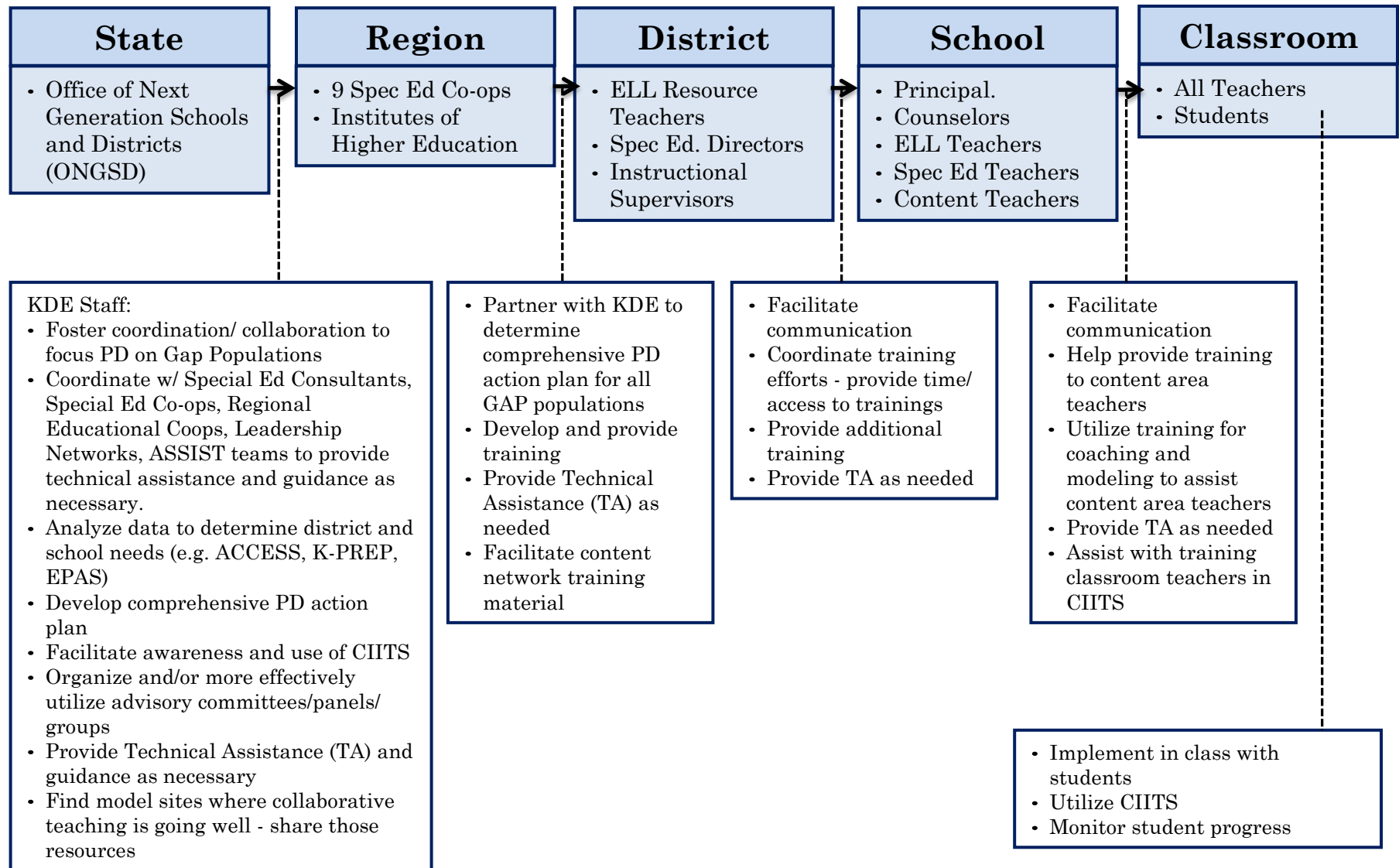
#### **2014-2015 School Year**

- Cohorts 4 and 5 – release application to Focus and Priority schools
- Continue to monitor implementation of CT4GC processes for refinement of professional development, training delivery and effectiveness
- Develop roadmap as guidance to coaches and schools to take CT4GC to scale
- Work with schools to take to school
- Training for coaches and schools
- Summer Training
- Continue to evaluate overall implementation of both strategies
- Monitor implementation within Priority and Focus Schools
- Analyze student engagement/outcomes through the use of formative/summative assessment, student interviews/perception data
- Communicate success stories of students/teachers via video for

	<p>use in trainings/webpage</p> <ul style="list-style-type: none"> <li>• Recognize and celebrate schools showing evidence of closing achievement gaps</li> <li>• Report outcomes to KDE/public</li> <li>• Identify practice practices</li> </ul> <p><b>2015-2016 School Year</b></p> <ul style="list-style-type: none"> <li>• Cohorts 4 and 5 - release application to Focus and Priority schools</li> <li>• Continue to monitor implementation of CT4GC processes for refinement of professional development, training delivery and effectiveness</li> <li>• Develop roadmap as guidance to coaches and schools to take CT4GC to scale</li> <li>• Work with schools to take to school</li> <li>• Training for coaches and schools</li> </ul> <p><b>2016-2017 School Year</b></p> <ul style="list-style-type: none"> <li>• Cohorts 6 and 7 - release application to Focus and Priority schools</li> <li>• Continue to monitor implementation of CT4GC processes for refinement of professional development, training delivery and effectiveness</li> <li>• Develop roadmap as guidance to coaches and schools to take CT4GC to scale</li> <li>• Work with schools to take to school</li> <li>• Training for coaches and schools</li> </ul>
<b>Target Impact</b>	<p>2012-13: medium-high impact  2013-14: medium-high impact  2014-15: high impact  2015-16: high impact  2016-17: high impact</p>
<b>Indicators</b>	<p>State:</p> <p>K-PREP, , EPAS annual scores  CIITS DATA (MAP, Thinklink, and other formative and summative assessments)  System checks and implementation checks (process data)  LEA and partner feedback/perception survey data  Annual Gap Measures  Web-site usage numbers  Professional Development participant survey data and PD</p>

	<p>implementation data</p> <p>Non-academic data</p> <p>Infinite Campus</p> <p>District</p> <p>ASSIST</p> <p>CIITS DATA (MAP, Thinklink, and other formative and summative assessments)</p> <p>Student Proficiency Reviews</p> <p>Walk-throughs</p> <p>Formative and summative assessments</p> <ul style="list-style-type: none"> <li>• Student data folders</li> <li>• Student, parent, and teacher perception data</li> <li>• System and implementation checks</li> </ul> <p>30-60-90 plans as pacing and readiness tool</p>
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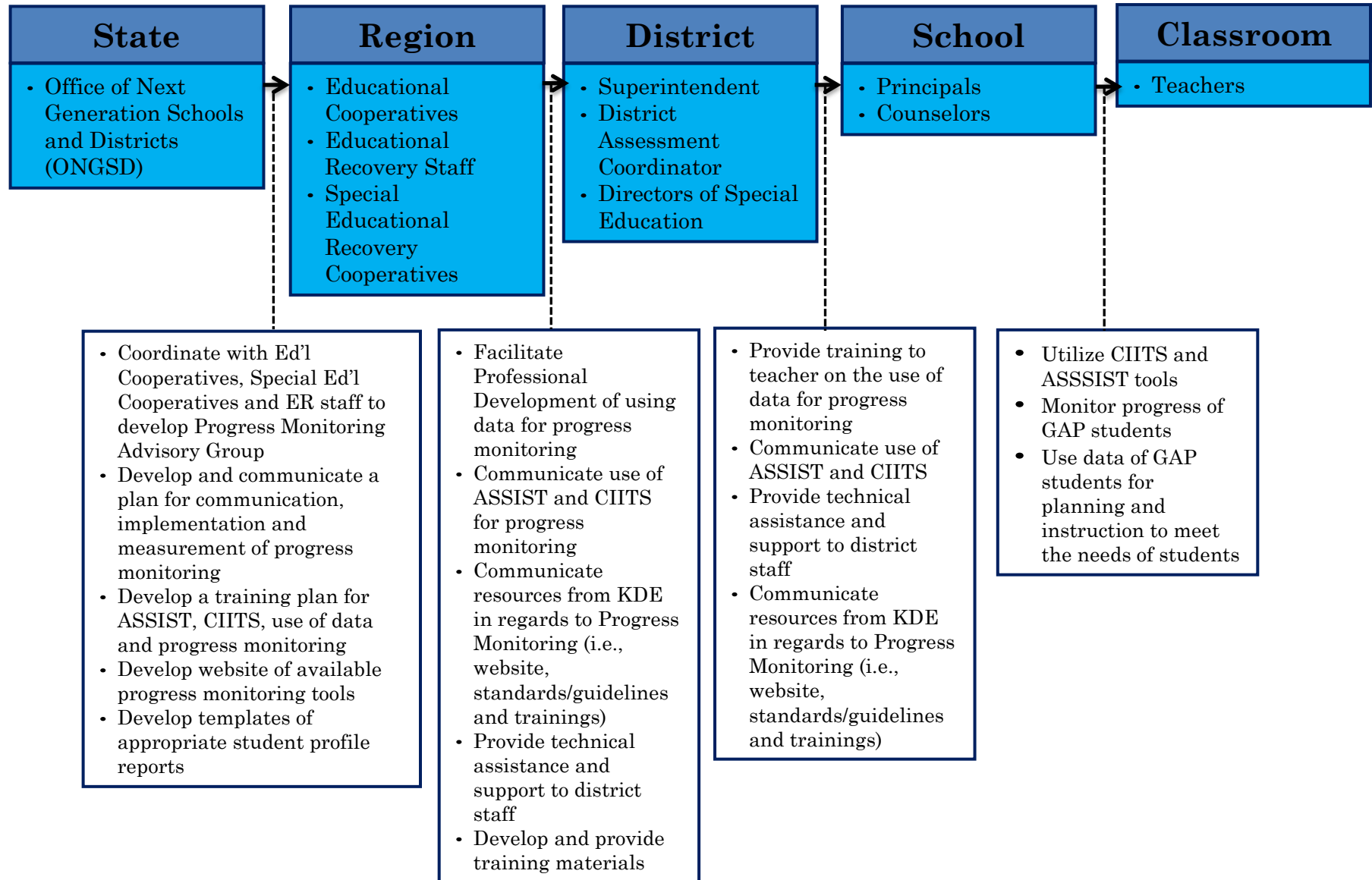
## Professional Learning for Gap Closure Delivery Chain



Strategy 6: Progress Monitoring	
Theory of Action	<p><i>If</i> teachers in Focus and Priority schools have access to consolidated data (CIITS) for gap students in their classrooms;</p> <p><i>and if</i> teachers know how to use CIITS data for planning, instruction and creating specific formative measures;</p> <p><i>and if</i> teachers have resources to help them better monitor the progress of gap students in their classroom;</p> <p><i>then</i> students in the non-duplicated gap groups will move closer to and eventually exceed proficiency through the implementation of data driven instruction designed to meet the needs of all students as evidenced by formative and interim assessments, as well as summative accountability model indicators.</p>
Milestones	<p><b>2013-2014 School Year</b></p> <ul style="list-style-type: none"> <li>• Create various stakeholder groups and determine roles and responsibilities</li> <li>• Create and deploy needs assessment for progress monitoring</li> <li>• Design and deploy initial professional development content regarding progress monitoring</li> <li>• Analyze accountability model indicators to improve strategy work</li> </ul> <p><b>2014-2015 School Year</b></p> <ul style="list-style-type: none"> <li>• Meet with various stakeholder groups to inform and refine the Progress Monitoring Strategies</li> <li>• Expand participation through cohort groups in the Focus schools using Educational Cooperatives as partners.</li> <li>• Continue professional development with Priority and Focus schools and incorporate new cohorts</li> <li>• Provide technical assistance for Priority schools and ER staff</li> <li>• Analyze accountability model indicators to improve strategy work</li> </ul> <p><b>2015-2016 School Year</b></p> <ul style="list-style-type: none"> <li>• Meet with various stakeholder groups to inform and refine the Progress Monitoring Strategies.</li> <li>• Expand participation through cohort groups in the Focus schools using Educational Cooperatives as partners.</li> <li>• Continue professional development with new cohorts.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide technical assistance for Priority schools and ER staff</li> <li>• Analyze accountability model indicators to improve strategy work.</li> </ul> <p><b>2016-2017 School Year</b></p> <ul style="list-style-type: none"> <li>• Meet with various stakeholder groups to inform and refine the Progress Monitoring Strategies.</li> <li>• Expand participation through cohort groups in the Focus schools using Educational Cooperatives as partners.</li> <li>• Continue professional development with new cohorts.</li> <li>• Provide technical assistance for Priority schools and ER staff Provide technical assistance for beginning cohorts and ER staff</li> <li>• Analyze accountability model indicators to improve strategy work.</li> </ul>
<b>Target Impact</b>	<p>2013-14: low impact  2014-15: medium impact  2015-16: medium impact  2016-17: high impact</p>
<b>Indicators</b>	<p>State:</p> <ul style="list-style-type: none"> <li>• Advisory feedback survey on effectiveness of progress monitoring</li> <li>• Analysis of data specific to GAP students, organize and graph student progress via achievement data, improvement in grade, attendance, and behavior to determine improvements</li> <li>• Monitor usage of Progress Monitoring website</li> <li>• Monitor usage of CIITS, ASSIST</li> <li>• Consolidate feedback of various trainings that are available to districts in regards to progress monitoring, make improvements based on this feedback</li> </ul> <p>District</p> <ul style="list-style-type: none"> <li>• Monitoring of teacher usage of CIITS</li> <li>• Teachers utilize progress monitoring data for planning and instruction</li> <li>• Instruction in the classroom will become data driven to meet the needs of students in the GAP</li> <li>• Student and teacher surveys and/or rubrics regarding implementation of progress monitoring</li> <li>• Attendance for Progress Monitoring, CIITS and ASSIST webinars and regional trainings will increase</li> </ul>

## Progress Monitoring Delivery Chain





## RISKS / MITIGATIONS

This table includes potential risks identified by strategy leads in completing project milestones, and solutions for mitigating those risks, across strategies.

	Risk	Mitigation
<b>Complexity</b>	Establish PEEK as a process to identify best practices and districts to actively use	<ul style="list-style-type: none"> <li>• Establish best practices website that communicate/demonstrates the ADLI process and its value Pilot with districts</li> <li>• Recognize districts submitting best practices</li> </ul>
	ASSIST is not the “be all, end all” program for implementing the overall plan or any particular strategy	<ul style="list-style-type: none"> <li>• Conduct training to provide clarification of what can be expected in ASSIST along with a clear timeline.</li> <li>• Training of Educational Recovery Staff will provide support to schools and districts as they complete CSIPs and CDIPs.</li> </ul>
	Co-Teaching for Gap Closure will need to measure student engagement and outcomes as well as outcomes for all gap groups. Traditionally we have focused on the teacher methods only.	<ul style="list-style-type: none"> <li>• Training with design team to understand and build process</li> <li>• Work with universities to be a part of the process</li> <li>• Identify/design instruments that capture student perspective/levels of engagement</li> <li>• Utilize differentiated/blended strategies as part of instructional interventions</li> <li>• Provide on-going coaching to teachers throughout the process</li> <li>• Closure monitoring PD design delivery to ensure effectiveness</li> </ul>

	The three relevant platforms needed to ensure complete availability of data to schools currently do migrate data (CIITS, ASSIST and Infinite Campus) for Progress Monitoring.	
<b>Funding Flows</b>	No direct funding to support the ILPA There is currently no funding for available additional progress monitoring tools	
<b>Feedback Loops</b>	The purpose of Statewide Consolidated Monitoring is not fully understood by some stakeholders.	<ul style="list-style-type: none"> <li>• Provide clear communication about the purpose and intent of the monitoring process.</li> <li>• Provide explanation that this process does not replace all required monitoring</li> </ul>
	PD Process is new with multiple components and more challenging to design and implement	<ul style="list-style-type: none"> <li>• Face-to-face using the PALs Process</li> <li>• On-going checks to ensure fidelity</li> <li>• On-going coaching sessions by KDE/National Consultants</li> </ul>
<b>Choke Points</b>	Lack of capacity for recognizing best practices within KDE through ADLI.	<ul style="list-style-type: none"> <li>• Provide opportunities for training</li> <li>• Identify internal KDE best practices through ADLI process</li> <li>• Provide opportunities for training with pilot districts</li> </ul>
	ASSIST is new to many schools and districts	<ul style="list-style-type: none"> <li>• Face-to-face and online training provided to KDE staff, Educational Recovery Staff (ERS), schools and districts</li> <li>• Build on the large number of schools and districts (almost 50% across state) presently using ASSIST as a tool for accreditation</li> <li>• Build on training provided for use of ASSIST to complete Program Reviews.</li> <li>• Since ASSIST is the electronic</li> </ul>

		tool for submitting the CSIPs and CDIPs, schools and districts may continue to prepare for development of CSIPs and CDIPs.
	Lack of regional partners available to assist with training LEAs on the ILPA.  Lack of KDE staff and staff time to provide training to LEAs on the ILPA	
	Teachers will not attend or participate in pilot teacher training for Digital Learning	<ul style="list-style-type: none"> <li>• Reconfirm commitment for participating in pilot project and if they are still interested, allow them to attend webinar or one to one training</li> <li>• KDE staff will send reminder email</li> <li>• KDE staff will email to the pilot teachers' principals to inform them of the pilot project</li> <li>• KDE staff will make phone calls</li> <li>• We recruit more pilot teachers through KDE staff and Special-Ed Cops and ER staff</li> </ul>
	After training, teachers may not use online Algebra I materials successfully in their math courses.	<ul style="list-style-type: none"> <li>• Ongoing support, monitoring and coaching will be provided as needed.</li> <li>• We will maintain a close relationship with the ER staff.</li> </ul>
	Pilot teachers' classroom do not have adequate technology to implement blended learning successfully	<ul style="list-style-type: none"> <li>• Train teachers to think of creative ways to implement the pilot project using what they have, for example, have the students use their mobile devices.</li> </ul>
	Districts do not have established procedures/systems to identify quality/effectiveness of student IEP/PSP	<ul style="list-style-type: none"> <li>• Provide training and process for systems to establish Ongoing support</li> <li>• Monitoring and coaching will be provided as needed.</li> <li>• We will maintain a close relationship with the ER staff.</li> </ul>

		<ul style="list-style-type: none"> <li>• Train teachers to think of creative ways to implement the pilot project using what they have, for example, have the students use their mobile devices</li> <li>• Develop methods for evaluation of effectiveness through improvement cycle (Plan-Do-Study-Act)</li> </ul>
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